

THE SCHOOL GOVERNMENT CHRONICLE

AND
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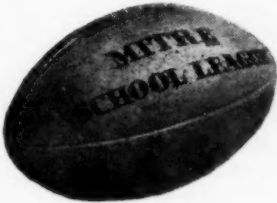
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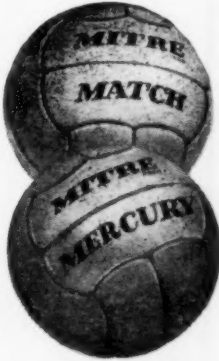
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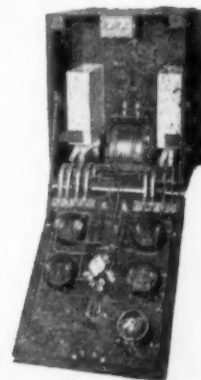
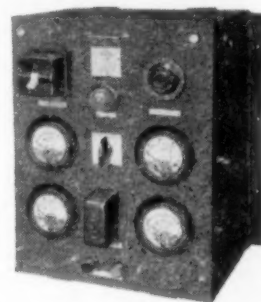
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The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3381. VOL. CXLIX.

APRIL, 1957

The Role of the School in the Atlantic Community

At Bath on March 16th-17th, a conference of teachers, lecturers and educational administrators met to consider the best means of promoting in schools greater knowledge of the international structure of the world to-day, including the Atlantic Community, the organizations serving it, and the peoples composing it. The Bath Conference had before it the report* and recommendations of an international study Conference, representative of the fifteen N.A.T.O. countries, held in Paris, in September last.

The director of education for Bath, Mr. H. W. Brand, opened the proceedings by introducing Professor J. B. Conacher, University of Toronto, who spoke on Current Affairs and Civic Education with particular reference to the place of N.A.T.O. in the present structure of the world. Professor Conacher said that, for the majority of children in N.A.T.O. countries, organized education ended at 14 or 15. The civic teaching and training of boys and girls had to include both this large group and the much smaller group of pupils who stayed on beyond the age of 15. There was no problem with the older group who can naturally, during their extended period of schooling, discuss such matters as the place their nation holds in the world and the principal international groupings of which it is a member.

For the younger group, Professor Conacher suggested that these topics should be left to the last year of statutory education. Many teachers would agree that even these younger pupils, in the third or fourth year of the secondary modern school in this country, should be made aware of the most important obligations their country has undertaken. And what could be more important than the solemn undertaking in Article 5 of the North Atlantic Treaty that each signatory will take immediate action "including the use of armed force" to help any other who is attacked?

Miss E. Murphy, tutor at Brighton Training College, thought that teachers themselves should be well-informed about N.A.T.O., but that, for pupils, formal current affairs lessons were less useful than incidental discussion in history and geography lessons and in extra curricular meetings.

Mr. Andrew Scotland, director of education for Plymouth, suggested that the emergence of the Atlantic Alliance could best be presented to young children as a vivid story.

Miss O. M. Hastings, secretary of the Joint Four Secondary Associations, said that current affairs lessons were useful in that they helped to resolve the dilemma of the history teacher who wished to deal with modern trends without neglecting the past. In such lessons, however, it was important that opinion did not replace information.

Mr. W. C. N. Cox, headmaster of Bracknell Modern School, Bristol, underlined the importance of having faith in our own democratic institutions, and this point was taken up by Mr. W. R. Watkin, chief education officer for Gloucestershire, who said that, although he himself started out with the concept of freedom for the teacher, we must realise that there might be a danger of losing our own freedom if we allowed freedom to be abused. Visiting Israel recently, Mr. Watkin said, he had been struck by the enthusiasm of the children for their country. He was satisfied that their patriotism had been caught from adults, rather than taught in the schools. We ought to reflect on the likelihood at the present time of our children being infected with patriotism from adults. Might it not be worth while for the teachers, supported perhaps by wireless and television, to promote in the schools a love of country which also took account of our country's principal treaty obligations.

The Secretary-General of the Atlantic Treaty Association, Mr. John Eppstein, agreed that there was a tendency in some quarters in Britain to apologise for one's country and to play down patriotism, but patriotism, he suggested, should form the basis of our international attitude. We ought to aim at bringing up a generation that was well-informed about its heritage of freedom and enthusiastic about the principles for which we stand. It should know, for example, that we had signed the European Convention of Human Rights and that, in common with other nations forming the Atlantic Community, we believed that the purpose of the State was to serve, not to dominate man. He felt that it was as logical for our children to be encouraged to understand these principles of freedom and to be keen about them as it was for children in Russia to be impregnated with enthusiasm for Communism.

Mr. W. E. Philip, chief education officer for Devon, asked whether, in our efforts to let children grow up free and unbiassed, we were not in danger of under-educating them politically. They had not experienced, as adults had, the fusing element of war. An international outlook needed to be developed from early years.

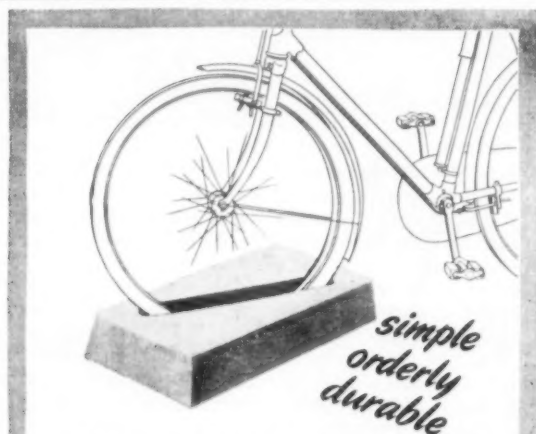
Mr. C. M. Owen, headmaster of Chipping Sodbury

*The report entitled "The Role of the School in the Atlantic Community" is available on application to the British Atlantic Committee.

Grammar School, said that for years the schools had taught Britain's traditional policy—the balance of power, keeping the Netherlands neutral, supremacy of the sea and so on. Now we had a new foreign policy and the teaching of it had to be thought out.

The chief education officer for Bristol, Mr. G. H. Sylvester, declared that nations united as the fifteen member-countries of N.A.T.O. were united, "in life and death," could not afford to be ignorant of each other. He felt that the development of modern language teaching in secondary modern and comprehensive schools was a step forward, and he described the school and city links between Bristol and Bordeaux and Bristol and Hanover. There were 3,000 young people in Bristol who were almost as familiar with the streets and shops and theatres of Bordeaux as those of their home city. Bristol had also begun an exchange of pupils with Philadelphia. The recommendations of the Paris Conference contained in the report were a blueprint for future activities of this kind among the N.A.T.O. partners.

The Bath Conference dispersed after a lively discussion of practical methods of presenting N.A.T.O. and the Atlantic Community in schools and training colleges. Air Commodore W. F. Langdon, Director of the British Atlantic Committee, which had sponsored the Conference said that the resources of his Committee, which has its headquarters in Benjamin Franklin House, 36, Craven Street, London, W.C.2., were at the disposal of teachers. There were available films of the fifteen N.A.T.O. countries, other films and filmstrips, lectures and booklets. A further Conference of 300 teachers has been arranged for November 9th in London.



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The Expense of Education

Lord Hailsham answers the critics

Addressing the London Head Teachers' Association in London, last month, Lord Hailsham, the Minister of Education, defended the amount being spent on education in England and Wales.

"Ever since I joined the Ministry," he said, "I have been conscious of a whispering campaign that we were spending too much on education. There have been letters—a good many letters—some purporting to come from old age pensioners or heavy income tax payers thinking that if only I would save a substantial sum on the education of the young there would be more money for the pensioner to receive or less for the taxpayer to pay as the case may be. There have been conversations with members of the public—even from Members of Parliament to the same effect. A prominent national daily recently ventured the assertion that I presided over one of the most extravagant Government departments, and piously expressed the hope that I might not be too airy about it.

"I am not going to be airy about it. I propose to say in quite categorical terms that this assertion represents approximately the opposite of the truth.

"We are now spending about £500 million a year; this includes everything, including the ancillaries like milk, meals, medical inspections and dental services. It represents about £10 per head of the population, which is only about a quarter of what we spend on alcohol, tobacco, entertainments, and betting. I venture to assert not only that this is almost fantastically cheap; it is a good deal cheaper than we can really afford in the age of automation.

"On school education we spend somewhere about 3 per cent. of our national product. What would we say of a family that spent only 3 per cent. of its total income on educating its children? I think we should say it was a great deal too little. How can we look forward to a prosperous future if we do not spend adequate sums on public education? The truth is we cannot. That is why I say that so long as I am Minister of Education the estimates will certainly not fall. I should be ashamed of myself if they did.

"That does not mean I shall countenance waste. On the contrary, I should like to think I shall be at least as hard on waste, if I can find it, as any Minister has ever been. Nor do I mean that individual cases of waste cannot be produced and checked. In a £500 million budget it would be surprising if it were not so. But in this general issue of extravagance, I am spoiling for a fight, and I intend to win it. Reduced to a common measure of value the Russians spent \$80 gold dollars per head in 1953, the Americans \$56, ourselves \$26. That is pretty poor going for a Christian country. Of the sum we spend, 45 per cent. represents teachers' salaries. Is it suggested we spend too much on them? I should like an answer from our critics. The medieval rabbis taught that twenty-five was the maximum permissible number in a class for a primary school. Our regulations permit forty—and in fact, as you all know, some primary teachers in England are grappling with classes of fifty or more. Does that look as if we are being extravagant?

"In truth and in fact, if I had the available teachers I should like the classes to be far smaller and, if I did, you can guess how much extra I should be spending. I wish people who accuse the Ministry of extravagance would study the facts of the situation.

"But the charge of extravagance is not the only whispering campaign which has been directed against public education in the past week. So far from charging it with extravagance another prominent daily had the nerve to describe our national system as one of the poorest in Europe. The truth is that the world as a whole is only now beginning to realise the value and the potentialities of education, and to make the necessary social studies to produce education on an adequate scale.

"Our own system of education is in many respects deficient. I think it will take at least a quarter of a century of peaceful progress to iron out these deficiencies, and even then I sincerely hope that my successor of those days will aim still higher. There are, of course, a number of respects on which we can learn something from our European contemporaries, the German Technische Hochschule probably represents something in advance of what we have here yet. But taken country for country I believe that the estimate I was given recently that we have the best system at present existing in the world, is not far out."

Courses in Technology

The National Council for Technological Awards announce that the following courses now in progress have been recognised as leading to the Diploma in Technology.

Full-time Courses

Battersea Polytechnic—Applied Chemistry, Chemical Engineering, Mechanical Engineering, Civil Engineering, Electrical Engineering, Metallurgy.

Sandwich Courses

Acton Technical College—Applied Chemistry, Applied Physics, Electrical Engineering, Mechanical Engineering; Battersea Polytechnic—Applied Chemistry, Chemical Engineering, Electrical Engineering, Mechanical Engineering, Metallurgy; Birmingham College of Technology—Applied Chemistry, Chemical Technology, Applied Physics, Electrical Engineering, Mechanical and Production Engineering; Cardiff College of Technology and Commerce—Mechanical/Production Engineering; Woolwich Polytechnic—Electrical Engineering, Mechanical Engineering.

The Council have also approved the following new courses proposed by colleges:

Sandwich Courses

Battersea Polytechnic—Civil Engineering, Physics; Birmingham College of Technology—Technological Mathematics; Chelsea Polytechnic—Applicable Mathematics; Woolwich Polytechnic—Mathematics Applied to Engineering.

In making this announcement Lord Hives, the Chairman of the Council, pointed out that two of the colleges at which courses have been recognised, namely Acton Technical College and Woolwich Polytechnic, are not Colleges of Advanced Technology; he hoped that this would be a source of encouragement to all technical colleges. Lord Hives went on to say that so far the Council had examined thirty-seven courses submitted by

nine colleges all of which had been visited by members of the Council. He paid tribute to the excellent work which had been done, quite voluntarily, by members of the Council, both in examining courses and visiting colleges, and also said how pleased he was to know how much co-operation had been given to the Council by the staff and governing bodies of the colleges concerned and by the local education authorities. A considerable number of courses were now being considered by the Council and colleges would be given decisions with all possible speed.

Lord Hives also stated that considerable interest has been shown in the creation of post-graduate awards by the Council and a Committee has therefore been set up to consider what higher awards the Council should offer.

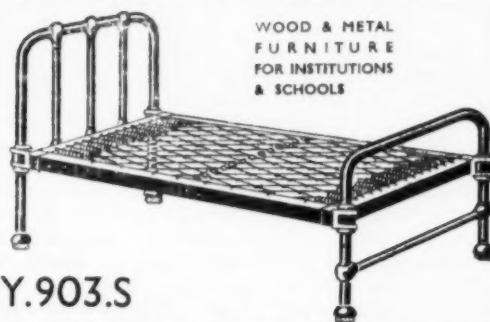
The National Council for Technological Awards, with its two Boards of Studies, in Engineering and Technologies other than Engineering, was set up by the Minister of Education as an independent self-governing body to create and administer technological awards of high standing having a national currency and available to students in technical colleges who successfully complete courses approved by the Council.

The Council have opened new offices at 9, Cavendish Square, London, W.1.

The National Spastics Society has appointed as its Director, Dr. Charles Phillips Stevens, M.B.E., M.B., Ch.B., 45 year-old medical man with wide experience of business and social organization. One of his primary interests is the welfare of children—of whom he has nine: four boys and five girls aged 4 to 18.

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"Unless in sheer technical efficiency we can do better than our competitors, the future of this country is extremely grim. We are still too comfortable: the wolf is not at the door. But he is coming down the garden path."

This view was expressed by Sir Harold Roxbee Cox, the Vice-Chairman of the National Council for Technological Awards when he addressed the Annual Assembly of the Nottingham and District Technical College in Nottingham.

"We want," said Sir Harold, "a prosperous and happy future; we want a flourishing economy. We want, in fact, an abundance of goods of high quality, economically produced, for ourselves and our foreign customers. And for an abundance of goods of high quality we need an abundance of technologists of high quality."

"We all know that Russia is educating twelve times as many people to graduate standard in the applied sciences as we are. We all know that we have to face immense competition not only from that quarter but from across the Atlantic as well. We all know that a rehabilitated Germany, however friendly it may be, is rapidly developing into the same economic danger we fought in the first decade of this century. We all know, that unless we meet this enormous challenge with a tremendous counter-attack, and employ the best of our people in doing it, we shall, as a nation, decline. Another shooting war, is, regrettably, a possibility, but the economic war is a certainty; it has, indeed, begun."

"Increasing the quantity of technologists is vital. There are not to-day enough people of high quality with scientific and technical training: we see too many technological enterprises controlled by non-technical men: the quality people *with* the technical training are just not available. But if the future is to be successful, this situation has to be changed—and changed quickly."

"A very great authority has recently stated that 80 per cent. of the most talented boys in the public and grammar schools of the country are doing no science at all at school. That we need lawyers and bishops and accountants—chartered, incorporated and turf—I know, but a distribution of our best young talent which leaves only 20 per cent. for application to the fundamental sources of our survival is stupid. We have not only to educate much larger numbers of scientists and technologists: we have also to ensure that they carry in their ranks a much higher proportion of the youthful talent of the country. And *no-one* must grow up without any education at all in science."

"We have made some recent moves in the right direction. The universities have expanded their scientific and technological departments, though not yet enough. The Ministry of Education has issued its White Paper. I do not think that the universities and the technical colleges between them are yet doing enough; but at least a big move has started and a strong stream is flowing. Already the technical colleges of the country are making a big contribution, not big in comparison with trans-Atlantic or Russian efforts, but big in comparison with what has been done here in the past."

Sir Harold went on to describe the work of the National Council for Technological Awards which has been established under the chairmanship of Lord Hives to create and administer awards in Technology. It has already instituted a Diploma in Technology which will be awarded to those who successfully complete courses of study recognized by the Council. These courses will be at the level of a University Honours Degree.

"This new award" continued Sir Harold "has met with considerable initial success. Up to the present the Council has had fifty-nine applications for approval of courses. It has completed consideration of thirty-seven and has given its recognition in the cases of twenty-eight. As it has been possible for some of these approvals to be retrospective, we may well see between forty and fifty candidates for Diplomas in Technology in 1958, and nearly a 100 in 1959."

"I believe that this diploma will rapidly take its place beside Honours Degrees from universities as a first rate qualification for an engineer or a technologist in any field. It represents a new alternative means of advanced education."

"There are many young people who cannot go to a university for financial reasons. The position is this. The bright boy or girl from what are now called the lower income groups can get a grant which will take him or her to a university. The child of wealthy parents—of whom there are still a few—is almost equally privileged. But in between there are many children whose parents have incomes assessed by education authorities as too big to permit the children receiving any pecuniary aid, and assessed by the Inland Revenue in such a way as to make them too small for the children to go to a university *without* pecuniary aid. Many of these people decide they must send their children into industry at an age when they might otherwise have expected them to go to a university. But they can now feel in increasing numbers that their children need not suffer one whit because of this."

"Every company in this country worthy of the industry it is in, has an apprenticeship scheme by which the young person concerned can be educated in the higher elements of his chosen profession in a technical college, and, if he is good enough, he will be able to get a Diploma in Technology."

Sir Harold announced that members of his Council had found serious deficiencies in most of the technical colleges they had visited not only in halls of residence, common rooms, libraries, playing fields but in the bread-and-butter departments as well. "No college so far visited has yet achieved the standards which the Council regards as appropriate" he said. "Visiting parties see buildings which are in the course of construction or hear about those being planned. Generally they feel that these buildings are years overdue. Almost everywhere laboratories, scientific libraries, and provision for private study still leave much to be desired. But the Council realises it has to be practical, and if plans are clearly in hand to provide in the near future what it believes is necessary, then the courses for which approval is sought are being recognised, provided they meet the

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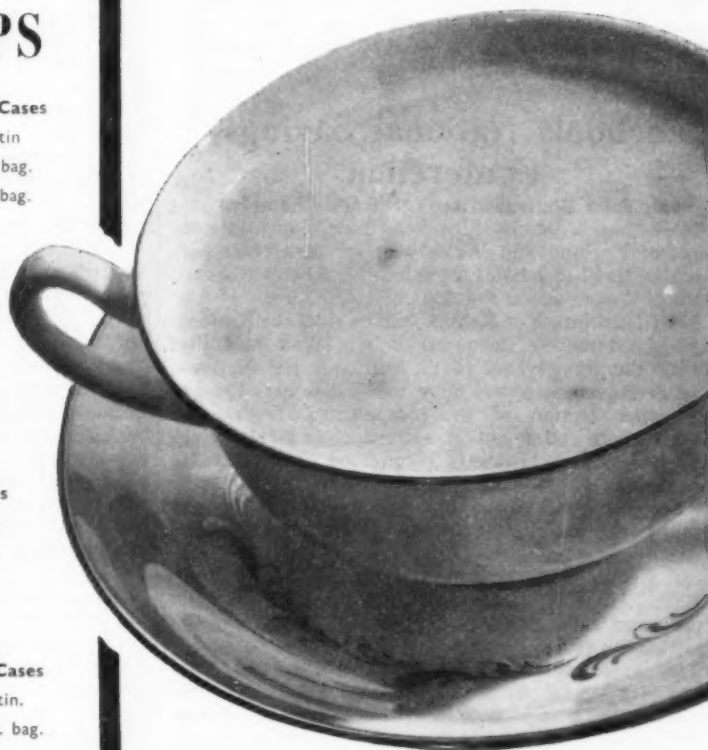
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requisite academic standards. It is only right for me to say however, that in five years time, when many courses will be presented for renewed recognition, the Council will take a very strict line and will not countenance any deficiencies in residential accommodation and provision for broadening the background to academic study.

"It would be wrong too to suggest that the Council is satisfied with the calibre and the number of teachers in technical colleges dealing with the high level courses for the Diploma. It will be interesting to see when we look at standards in five years time, what effect improved working conditions and the new Burnham Scales have had.

"The Council is approving courses on their merits. Whether a college is called a College of Advanced Technology or a Regional College or an Area College, makes no difference. If an area college course offers what the Council is looking for, it will get recognition."

Schools National Savings Conference

Sir John Wolfenden on Thrift and Character

More than 270 school-teachers from many different parts of England and Wales who are concerned with teaching thrift in schools attended the Schools National Savings Conference in London on March 23rd.

Lord Mackintosh of Halifax, chairman of the National Savings Committee, who was in the chair said that during the forty years of its existence the National Savings Movement owed more to the teachers than to any other section of the community. To-day 275 teachers were acting as hon. secretaries of local savings committees, and 174 were committee chairmen. He stressed the need to interest the younger teachers in National Savings and the importance of teaching young people how to use their money as well as their brains and bodies.

Mr. George Paul, chairman of the National Savings Schools Advisory Committee, presented the annual report, and a discussion on various aspects of savings in schools took place.

The guest speaker, Sir John Wolfenden, Vice-Chancellor of Reading University, emphasised the importance of hard work and thrift in character-training. Teachers were faced with the problem whether or not they should help the children with matters vital to their future which were being neglected by their parents. Personally he was all for intervention in such cases as this should be part of a teacher's responsibility. What mattered was how the children grew up and how they behaved "off parade" when the teacher wasn't looking.

Sir John said that if the next generation was as feckless about money and other things as their parents the country was going to be in a bad way. We of this generation had slipped as regards self-discipline and there was too sharp a cleavage between leisure and work. He appealed to teachers to bring balance, ballast, stability and discipline into the lives of young people.

Among resolutions passed by the conference was one inviting teachers in all types of schools to assist in the teaching and practice of thrift, as it was of paramount importance to both the individual and the nation.

London Education

Some Facts and Figures.

In the educational year which ended in July, 1956, the L.C.C.'s school bus fleet—used principally to transport handicapped children to and from school—travelled 1,374,600 miles.

In the same period 522 students attending London polytechnics and technical colleges were awarded their B.Sc. degrees.

739,923 attendances were recorded in the year by the school health service at minor ailments sessions alone.

These are among the interesting facts which come to light on glancing through the latest edition of "London Education Statistics," published by the L.C.C.

The reader may see from this booklet something of how nearly £37,000,000 a year is spent on the London Education Service. Teachers' salaries take the largest slice of this (£14,391,634)—which is not surprising when we learn that there are 17,000 teachers in the primary and secondary schools as well as 857 full-time and more than 8,000 part-time teachers in establishments for further education.

In London there are about 1,400 schools maintained or assisted by the L.C.C. as well as 125 establishments for further education. The upkeep of the buildings—rents, painting, repairs, fuel, cleaning, etc.—costs over £5,000,000 a year. In these buildings work more than 440,000 pupils and 303,000 students—a very large section of the County's population of 3½ to 3¾ million.

How much does it cost to maintain a child at school? In primary schools the average cost is about £35 a year and in secondary schools £65 a year. Special schools for handicapped children are more expensive to run, mainly because of the high degree of individual attention which each child requires. In a day school for educationally sub-normal children the average cost is £98 a year for each pupil and in a day school for the deaf the comparable figure is £177 a year. Boarding schools for handicapped children—of which the L.C.C. runs twenty-six, mostly in the Home Counties—are, of course, more costly still.

The cost of equipping London's schools amounts to about £1,643,207 a year. This money provides the books, stationery and materials, the furniture and apparatus, the aural and visual aids, metalwork machines, typewriters, sewing machines and so forth, without which the schools and colleges cannot work. The booklet informs us that, in addition to the equipment belonging to each school or institute, central loan collections exist from which no less than 298,010 reading or song books were lent to the schools in the year, 82,081 films, gramophone records and other items of aural and visual aids, and 5,499 reproductions of famous pictures.

There are many other aspects of the London Education Service covered in these few pages—the 37,277 young persons placed in employment by the youth employment service, the 6,071 school cleaners and other domestic staff employed in the schools, the 7,500 teachers attending courses and lectures, the 2,363 secondary school pupils who received outfit grants or maintenance allowances, the 1,409 men and women training to be teachers in L.C.C. training colleges, the school doctors, dentists and nurses (equivalent to 461 full-time units of

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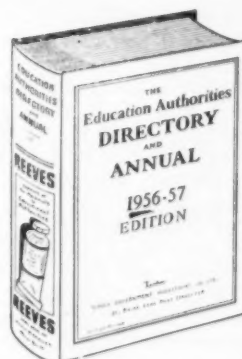
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staff) and the 687,806 medical and dental inspections carried out in the year, the 22,941 pupils who attended school journeys or national camps—all of which facts and figures combine to give an impression of the many-sided activities and all that the term "The London Education Service" means to the children, parents, teachers and ratepayers of the County of London.

Committee on Agricultural Education at Farm Institute Level

The Minister of Agriculture, Fisheries and Food, the Rt. Hon. D. Heathcoat Amory, M.P., and the Minister of Education, the Rt. Hon. Viscount Hailsham, Q.C., have jointly appointed a Committee under the chairmanship of the Rt. Hon. Earl De La Warr, G.B.E., with the following terms of reference:

"To review the provision of further education for agriculture made by Local Education Authorities, with particular reference to the Farm Institutes and to make recommendations."

The other members of the Committee are: Dr. W. P. Alexander, L.H.D., M.A., Ed.B., B.Sc., B. S. Braithwaite Esq., M.A., S. Brumby, Esq., J.P., J. Alban Davies, Esq., G. C. Hayter-Hames, Esq., C.B.E., J.P., A. R. O. McMillan Esq., Sir Keith Murray, B.Sc., Ph.D., M.A., B.Litt., C. P. Norbury, Esq., E. M. Owens, Esq., Mrs. S. Stevens, L. G. Troup, Esq., O.B.E., B.Sc.

Mrs. J. J. Tait and Miss J. M. Kirby of the Ministry of Agriculture, Fisheries and Food are the Secretary and Assistant Secretary of the Committee. Mr. E. B. H. Baker, Ministry of Education, Mr. A. B. Bartlett, Ministry of Agriculture, Fisheries and Food, and Mr. J. C. G. Mellars, one of Her Majesty's Inspectors of Schools will act as assessors.

The intention to appoint at a later date a Committee to undertake a fresh independent review of the work of Farm Institutes was announced by the Minister of Agriculture, Fisheries and Food in the House of Commons on 24th November, 1955. The last review was made by a Joint Advisory Committee appointed in 1944. This Committee's Reports on Agricultural and Horticultural Institutes and Provision of Part-time Instruction by Local Education Authorities for Agriculturists, Horticulturists and Domestic Producers were published in 1947 and 1949 respectively. The Reports outlined an interim programme of development over a period of five to seven years. In that time the number of farm institutes in England and Wales has increased from seventeen to thirty-seven.

In general, farm institutes, which are maintained by local education authorities with the aid of grants from the Ministry of Agriculture, Fisheries and Food, offer one-year residential courses with a strong practical bias.

Film Strip Reviews

In our February issue five film strips—"Sheep Ranch Country," "An Oriental City," "Tropical Mountain Island," "An Island Nation" and "Riches of the Veld" were in error published under the heading "Educational Productions Limited." They should have been credited to the G.B. Film Library, whose make they were and from whom they can be obtained.

Education Travel Abroad

Over seventy countries are now offering educational travel facilities. Details of more than 1,000 programmes for 1957 are given in "Vacations Abroad" (5s.), published by H.M.S.O.

There are summer schools, seminars and vacation courses; study tours, hostels and youth camps; volunteer work camps and vacation scholarships. There are, for example, hiking and canoe trips in Canada and a course in Moscow on the peaceful uses of atomic energy.

As far as possible exact information is given on dates of courses, places, subjects and costs. Individual entries include details of reduced fares and similar concessions, where available. In Germany, for example, railways grant a 56 per cent. reduction in fares to foreign students participating in vacation courses and study tours there. Over seventy different sources offer financial aid to students taking summer courses.

Vacation courses are mainly designed to give an opportunity for studying the language and culture of the country in which they are held, or to study themes on current social and economic problems, but other courses are offered which cover a wide range of differing interests. Courses may be taken in plant breeding and agricultural economics at Marburg; polar exploration at Oslo; trade union problems and adult education at Roskilde and Esbjerg; modern music composition at Darmstadt and physical training at Sonderburg. About 140 vacation courses on a wide range of subjects are offered by organisations in the United Kingdom.




Study tours embody travel programmes of various kinds with a general educational and cultural purpose. There are, for example, boat cruises and sailing tours in Holland; bus trips in Scandinavia, visits to historical towns in Germany, tours for young farmers in Denmark and walking, climbing and ski-ing in Austria.




Student hostels are listed individually with details of the times of the year they are available. The youth hostel movement not only affords cheap accommodation facilities for students and young people travelling abroad, but provides excellent opportunities for meeting people from other countries and taking part in international discussion groups.



The publication lists about 130 organisations who arrange international voluntary work camps. Though in most camps work is done on a voluntary basis, some organisations pay pocket money, and in a few cases, such as harvest camps, volunteers do ordinary paid labour at local rates.

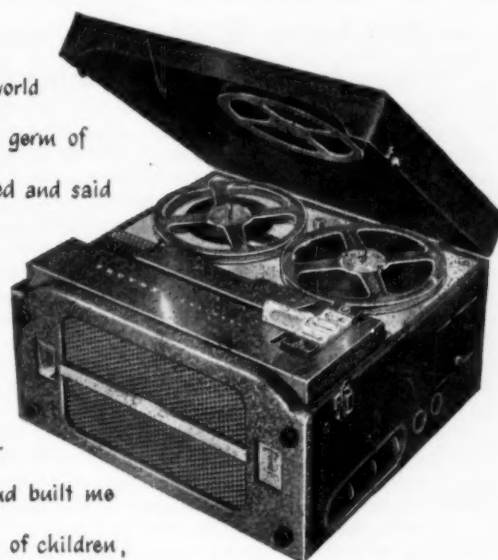
The greater part of "Vacations Abroad" is in English, but French and Spanish are used where these are the natural or official language of the country in which the activities take place, or of the country of the sponsoring organisation.

At the request of the Faculty of Education of the University of Chile, the British Council has arranged for Professor F. W. Wagner, Head of the Department of Education in the University of Southampton to visit the university for two months to lecture and advise on curriculum for secondary schools. The Faculty is making a special study of the subject and wished to consult a British expert both on this and on the more general field of British methods of research in educational matters.

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 and made me in metals;  they put power in my
 circuits and as they developed me so I grew over 6 long
 years, improved constantly, until I was no longer a fractions
 child but mature  and fit to face the outside world.

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Sir John Wolfenden on Secondary Modern Schools

"When people ask what sort of school this is they will not mean what sort of buildings does it possess, or what sort of head master or staff, they will mean what sort of young men and young women come out of it" said Sir John Wolfenden, when opening a new secondary modern school at Southgate (Middlesex), last month.

He belonged to what might be called the grammar school tradition in English education, having started in one of the last surviving Dames' Schools, then two years in a public elementary school before going on to a grammar school, but, he said, we must not have competition between different sorts of school, grammar or modern. The only real purpose of any school was to be the best possible school it could be for the boys and girls who are in it, and the whole object of the 1944 Act was to ensure that each school to which any boy or girl goes is the right school for that boy and that girl, whether it is called this, that or the other. Each school had a particular kind of curriculum and syllabus; but those things were not nearly so important as that they should be the right school for the right boy or girl. We made a mistake if we spoke about these selection examinations as if they were selecting the children for the schools; they ought to be a selection of schools for children.

In his day there was no alternative to going to a grammar school, provided one could read or write. In those days there was a very small range of schools and

the whole trend of education developed over the last forty years has been to work out a much wider variety of schools.

So far as actual school work was concerned pupils in the modern school were free from the traditional pattern of what grammar schools used to be like. They were free from the inevitability of this influence from outside. They were not bound down to a traditional pattern of work, but had an immense range of scope and freedom for adventure and experiment in all kinds of new enterprises in all kinds of school work. With that they had got to combine the high standard of achievement which the old examining business helped the grammar schools to achieve.

Radio-Active Substances in Technical Colleges

Special Precautions Advised

Technical colleges are expected to play their part in developing the use by industry of radio-active substances, x-rays and gamma rays. Courses of instruction or research in these fields, however, call for special precautions on the part of the colleges to protect the student, teachers and other staff involved.

In a memorandum to local education authorities the Minister of Education advises the appointment of technically competent safety officers to be specifically responsible for advice on radiological protection in colleges where radio-active materials are used.

The Minister also advises the use of separate laboratories, reserved solely for radio-active work; the provision of secure and adequately shielded storage places for radio-active substances, and the installation of mechanical ventilation where there is risk of radio-active gases.

Other suggestions refer to the necessity of controlling removal of materials from storage, their transport from place to place and the disposal of radio-active waste matter by methods which must be agreed with local authorities. Decontamination of equipment and clothing is extremely important, says the Minister.

Special precautions should also be taken in the use of x-ray apparatus, and installations which are not completely protected should be placed in a separate room which should be unoccupied during exposure. The Minister stresses particularly the danger of exposure to gamma rays which "cannot be emphasised too strongly." Because of the amount of protection required it may often be impossible to provide indoor accommodation in which operation can safely be carried out, and it may therefore be necessary to conduct gamma-radiography in the open air in a roped-off area.

Colleges are asked to inform the Ministry well in advance before starting instruction or research in this field of work. Any already engaged in it are also requested to inform the Ministry.

Representatives of the Local Authority Associations and of the principal Teachers' Associations met Sir Edward Boyle, Parliamentary Secretary to the Ministry of Education at a meeting on April 1. Agreement was reached that working parties consisting of representatives of both the Teachers and the local authorities should be set up to consider ways and means of reducing the work falling on teachers in connection with school meals.

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Proposed Changes in Art Examinations

Far-reaching proposals for re-organising the Ministry of Education's Art Examinations are made in a report of the National Advisory Committee on Art Examinations.

In a foreword, Lord Hailsham, the Minister of Education, says: "I hope that the report will be carefully considered in the next few months and that the organisations concerned will send me their views. I shall examine those views carefully before reaching decisions on future policy and the timing of any changes."

The report recommends that the Ministry of Education should give up direct responsibility for running the examinations, and that a Council for Art Education should be appointed with representatives of the local authority associations, teachers' organisations and other bodies concerned with art and design. The Council would advise the Minister on general questions concerning art in further education and would also take control of a new art examination system. Under this system, certain art schools or groups of art schools would be recognised to run their own examinations for the award of a National Diploma, subject to certain conditions, including the appointment of external assessors acceptable to the Council. For art schools not so recognised, the Council would continue to run, at any rate for some years, a central examination.

The report calls attention to the importance of a good general education for the art student, and recommends the discontinuance of the Intermediate Examination in Art and Crafts and the course leading to it in favour of a three-year National Diploma course beginning at 18. Up to that age, students would be expected to spend more time on subjects of general education than they normally do at present. Attention is also called to the benefits both to the student and to the efficiency of art education generally which may result from the sharing of courses and facilities among art schools in a neighbourhood. It suggests that a federation of art schools, providing for the interchange of students and the sharing of staff, premises and equipment, would sometimes be advantageous.

Technical College Libraries

The early appointment of qualified librarians to the larger technical colleges is recommended by the Minister of Education, as part of the Government's drive to expand technical education.

"Too many technical colleges are still poorly equipped with libraries, and too few are in charge of qualified librarians," says the Minister in a circular to local education authorities, which re-emphasises the need for every technical college to have a well-stocked and well-equipped library.

From £500 up to £2,000, according to the size of college, should be set aside as an annual allowance for the purchase of books and periodicals, says the circular, and a minimum of 3,000 volumes should be the stock target. Periodicals may be more important even than books, points out the Minister, especially to advanced students in technologies which are developing rapidly.

A number of other recommendations in the circular

deal with accommodation and equipment. To encourage students to use libraries, they should be easily accessible and separate reading rooms for books and periodicals may be desirable. In a college doing much advanced work a small separate room may be required for reading micro-texts, the use of which is likely to increase, says the circular. A small workroom for binding and repairs to books and periodicals should also be provided. Where these requirements would mean larger libraries than those laid down in Ministry building bulletins, the Minister would be prepared to give permission for the extra area.

The circular calls for imaginative publicity, both inside and outside the library, to help attract the part-time student, especially evening students, who frequently fail to realise that the library is an integral part of the college.

Ministry of Education Appointment

The Ministry of Education has appointed Mr. T. A. J. Warlow to the new post of Head of the Cost Investigation Unit which is being set up in the Department.

Mr. Warlow, who is now serving as Education Accountant and Auditor in the City Treasurer's Department of the Liverpool Corporation, is expected to take up his new post at the beginning of June.

Mr. Warlow, whose age is 41, is an Associate of the Institute of Municipal Treasurers and Accountants and a B.A. of Manchester University. His previous experience includes accounting work in the City Treasurers' Departments of Manchester and Salford.



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Month by Month

Block Grants.

THE Minister of Housing and Local Government informed the House of Commons on the 12th March that he had entered into consultations with the local authorities on the proposed new system of block grants to local authorities. Two days later the Minister of Education was asked what changes in the Education Acts, 1944 to 1953, would be necessary to give effect to "the proposed new structure of state grants to local authorities." Dr. King, in putting this question, assumed that any changes in the apportionment of statutory responsibility between the Minister of Education and the local education authorities, in such matters as responsibility for school building standards, sizes of classes and the provision separately of primary and secondary education, would require amending legislation. The Parliamentary Secretary's answer was that there would be no changes in apportionment of statutory responsibilities in regard to such matters. It is, however, difficult to see how the block system as already announced can operate without some such changes. The Parliamentary Secretary did not, in fact, say that no amending legislation would be necessary. On the contrary his answer implied that such legislation would be necessary. The Minister, he said, was "not in a position to say what changes would be necessary in the Education Acts." The Minister sees no reason why the changes in the method of calculation and payment of grant should affect the statutory responsibilities of the Minister and of local authorities so far as matters mentioned by Dr. King are concerned. He does not intend to relinquish any controls which are necessary for the maintenance of standards or the carrying out of national policy. It was not stated how the replies could be reconciled with announcements the month before of greater independence and increased responsibility for local authorities. The Parliamentary Secretary would say no more than that the Government would maintain "a fair and reasonable balance between grants and rate-borne expenditure." He would not, at that stage, give an assurance that local education authorities would receive no less from the Exchequer under the proposed new grant system than they receive at present. He could only refer to recent utterances of the Minister on the "proportion (i.e. the low proportion) of gross national product being spent on Education" as a clear sign that the Minister recognised the importance of the service. On the 18th March the Ministry of Housing and Local Government said that with few exceptions—the principal ones mentioned were housing subsidies, grants for highways and police, advanced technological education, school meals and milk—specific grants would be replaced by a general grant. The effect at present levels would be that approximately £280m. out of the £508m. at present tied to specific services would be distributed by way of general grant. Adding equalisation grants to this, there would be £353m. of general grants-in-aid, leaving some £228m. in respect of specific services. Obviously it is far too early to envisage the new proposals with any real clarity. Some

day local authorities may learn why what is good for the police service is bad for education.

* * * *

Heads of Departments. It is a curious fact that both the word "department" and the term "head of department" are used in different senses within the one national system of education. In the world of Further Education the Heads of Departments are a distinct and separate category. They constitute a carefully graded hierarchy, subordinate only to the supremacy of the Principal and having under their direction and supervision senior lecturers, lecturers, Grade "B" assistants and Grade "A" assistants. The word "department" used in reference to a primary or secondary school means in effect a separate school which shares a building with another separate school. A head master or head mistress of a secondary or primary school may in fact be in this sense a head of department. The new Burnham Report uses the term as it is accepted and understood in grammar schools and very rightly and properly recognises that the departmental organisation or responsibility which it indicates may be found in other secondary schools. The Report requires local education authorities to recognise posts of head of department, and to pay to their holders the substantial additional remuneration laid down, in all secondary schools where work is done of the Advanced Level in the General Certificate of Education. There can therefore be no question about these posts in grammar schools generally and in technical schools where that level is reached. Secondary modern schools cannot thus qualify. It is all to the good however that the Report allows local education authorities at their discretion to recognise and remunerate similar posts in secondary modern schools. Discretion is in itself something which local education authorities value, all the more now because so much less is allowed to them than under earlier Burnham Reports. It will be of value too, if it results in consideration being given to the staffing and organization of secondary modern schools on educational rather than, or at least as well as, on financial grounds.

The National Union of Teachers has done a useful work in publishing an analysis of some forty schemes prepared by local education authorities for the establishment and remuneration of headships of departments in secondary modern schools. A few authorities have decided not to establish any such posts on the ground that the internal organization of the schools in question does not call for any special posts other than the mandatory graded posts. Some authorities are, for one reason or another, delaying action. Presumably they are prepared to re-consider the matter later on. Admittedly there is no reason for an immediate decision on what after all is not mandatory but discretionary. The most general practice as reported last month—and for a while the picture will be a changing one—is for the local education authority to say that in schools above a certain "group" and say the next two groups one post will be recognised, in larger schools two posts, and in the third and largest category three posts. Such schemes can make for both equity and administrative simplicity, provided that they are general guides to which exceptions can be made in the light of the circumstances peculiar to any one school and to the amount of fifth year work done. It seems to

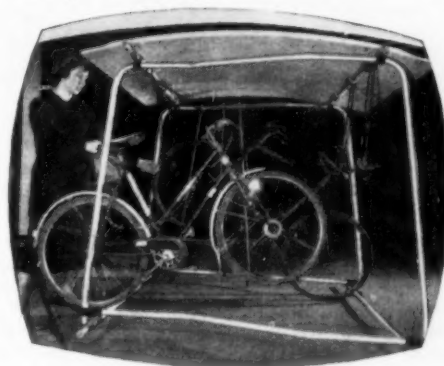
provide an answer to those who say that the internal organization of the school does not justify the heads of departments. In any school of or above Group VII—some authorities are quite willing to begin at Group VI—the work should be so organized as not merely to permit but to require such posts. The responsibility for the establishment of such posts rests with the authority. There may be many schools which should be required by their local education authorities to review their organization, and with it their curriculum, and to explain why they are apparently *not* at present so organized as to require these appointments. It seems to be the recognized practice in the grammar schools to confine these appointments to those teachers who are doing only the most advanced work in their subject. The wisdom of this practice may be questioned. It might be helpful if, before more decisions are made on this matter, there could be an enquiry into what a head of department should be, what his special duties and responsibilities should be in relation to the lower as well as the higher work of the school.

* * * *

Ten Years Ago.

TEN years ago on the first day of this month the school leaving age was raised to fifteen years. Thus, twenty years after the publication of the *Education of the Adolescent* effect was given to the most important recommendation of the Hadow Committee. From time to time it is stated in the press or in radio broadcasts that the secondary modern school was the creation of the Butler Act of 1944. It is a great pity

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that this strange misstatement should gain any credence at all. Those who are tempted to believe it should read that Act again. They will find that it created no new type of education or of school, unless one has in mind the unfortunately misnamed "county colleges" which have yet to be called in existence and which in any case are but the "day continuation school" writ large. They should also read the Hadow Report itself. It is true, however, that the ideals of that report could not have been realised had the school leaving age remained at fourteen. In a history of the step taken on 1st April, 1957, the *Times Educational Supplement* has no doubt that, as Mr. Chuter Ede said at the time, "if the school leaving age had not been raised this year it would not have been raised during the lives of many practising teachers." The writer has no doubt that anything was better than delay—emergency training, "horsa" huts for the lucky schools, makeshift accommodation for the others and, it must be confessed, an "extra year" rather than a four years course in many schools. Yet Mr. Ede was probably right and great gains have been made during the past ten years. Should those gains be consolidated or should we now press for a school leaving age of sixteen and "county colleges"? Does the same urgency exist for these advances as called for and justified the action of ten years ago? These and many other questions need to be answered, and only after most careful consideration before a decision can be made. It is unfortunate that military conscription is still continued in this kingdom and for a period which no other country in the free world would tolerate to-day. It is impossible to consider either of the two measures mentioned above, to determine which should come first if they are not to be introduced simultaneously, or to decide whether one only of the two is really worth realising, without considering also the continuance of conscription. How very rarely indeed is this ever mentioned in discussions on the subject. Another matter too, which is, but should not be, ignored is early marriage. The latest returns of the Registrar General show that young people are marrying earlier than they did when the Butler Act was framed. This is now regarded in the most unexpected quarters as a wholesome and healthy moral development and, therefore, as one which no educational or social legislation should hinder. The Education Act does not even recognise the possibility much less the fact, of marriage between the ages of sixteen and eighteen, in its provisions for compulsory attendance at "county colleges."

* * * *

Church Training Colleges. THE B.B.C. did a real service to education when it included in its television programme an account of life and work in Church Training Colleges. The two colleges concerned—since both sexes had to be included—were St. John's College, York, and Ripon Training College, both of which are associated with the Leeds University Institute of Education. The aims and methods of the colleges were admirably explained by the York Principal, Canon Lamb, and illustrated in the discussions with students which followed his introduction. There was a freshness and sincerity in the students' answers and comments which were very wholesome. The glimpses of the students in the colleges were good but far too brief. Although it may seem ungracious to criticise so excellent a programme one cannot but regret

that it was mainly confined to the B.B.C. studios. It is true that there were shots of students singing lustily in their college chapels, but one could only guess that they were the college chapels. They were not recognisable as such. One saw nothing of the buildings or the situations of either college. Parents and prospective students may be more interested in these things than in the opinions so well expressed in the studio interviews. Perhaps there will some day be an opportunity to show some of the things which were omitted last month.

* * * *

The Hundred of Maelor.

DR. HAYDN WILLIAMS, Director of Education to the Flintshire County Council has taken us rather severely to task for the note in our last issue under this heading, which, he says, was evidently written "in ignorance of the linguistic policy now being pursued by education authorities throughout Wales, and possessed anti-Welsh bias." Before dealing with specific points elaborated by Dr. Williams, may we express regret that any comments of ours should have caused concern to him and his colleagues. The note was written by a responsible educational correspondent from information given him and from press reports, both national and local, and in order to bring a long story into the compass of an editorial note it is possible some detail in the original statements has been lost, but we would assure Dr. Williams that there is no question of anti-Welsh bias by THE SCHOOL GOVERNMENT CHRONICLE. We seek to report educational opinion fairly and without bias, and an examination of our files will show that the aspirations of Welsh educationists always have fair consideration in our columns equally with other areas. In this instance, we appear, however, to have become unwittingly involved in a local controversy in which there is some feeling, and we gladly give Dr. Williams' comments on the remarks of our contributor. Firstly, on the location of the Hundred of Maelor, he says, this is not "geographically a part of England" but has been for a very long time a part of Wales, a fact of which it is proud. Then in regard to the report that Dr. Williams claimed "it is part of my job to encourage Welsh in the County," he denies making such a statement but adds that what he has said is "that it is part of my job to carry out the policy of the education committee, which so far includes the teaching of Welsh as a second language in the schools of Maelor." A perfectly reasonable statement and the policy of teaching Welsh as a second language to English speaking children resident in Wales is, of course, approved governmental policy and one which the Ministry of Education is urging authorities to adopt. On the subject of Section 76 of the 1944 Education Act there is much confused thinking in many places and respecting the reported denial of a statement by a county councillor Dr. Williams clarifies the position in these words: "while Section 76 of the Act adumbrates the general principle that pupils are to be educated in accordance with the wishes of their parents, this does not give the parents the right of determining the curriculum of the school. The secular curriculum of a school is to be determined solely by the local education authority as provided by Section 23 of the Act, and no responsible educational opinion has yet claimed that the curriculum of the school shall be determined entirely by the wishes of the parents."

The curriculum of schools in England and Wales has always been regarded as a growing and changing organism, moulded by current educational theory and practice, by suggestions and recommendations of the Ministry, the local education authority, teachers in schools and colleges, and lastly by the wishes of the parents."

As mentioned above this Maelor language question is a purely local one which we regret we appear to have inadvertently put out of perspective, and we close the matter by emphasizing a point made by Dr. Williams, that Section 68 of the Education Act affords the dissentients the right of appeal to the Minister and to a determination by him whether or not the Flintshire Education Authority is acting unreasonably in this matter. We understand that it is the intention of the authority to explain to the parents concerned what their policy entails, when we hope that reason will prevail and a solution satisfactory to all parties be found.

In the opinion of the National Union of Teachers the Government's proposals for the future of local government finance, whereby the present education grant will be abolished and a general fixed block grant introduced for most local authority services, probably constitute the greatest threat to educational progress in the last twenty-five years. The Union has, therefore, through its county and county borough associations, sent a letter to all members of county and county borough councils and co-opted members of their education committees, expressing its views and seeking to persuade local authorities to resist the Government's proposals.

Promotion of Field Studies

The Field Studies Council was founded in 1943 for the encouragement, as its title indicates, of field work in all its branches, and in its report to the annual general meeting last month a further year of progress was shown.

The Council now has four centres operating which had their busiest season to date, the number of attendances, expressed in unit weeks having risen over the past six years from 3,483 in 1951 to 5,552 in 1956. The analysis of these numbers between subjects show 3,506 for biological subjects, 1,531 geographical, 151 art and 364 other courses.

The number of individual attendances was 5,835 spread among the following categories, grammar 2,631, secondary modern 116, technical 162, training colleges 500, university 1,041, private schools 272 and amateurs 1,113.

The increasing demand from applicants for the courses made further development necessary and a fifth centre is being opened this Spring at Preston Mountford.

The work of the Council has for some time been hampered by lack of capital and an appeal has been launched to members and supporters with a view to putting the finances on a more secure footing.

Information regarding the work can be obtained from the secretary, Mr. A. G. T. Oakley, 119/125, Finsbury Pavement, London, E.C.2.

Principal T. M. Knox, St. Andrew's University, has been appointed Chairman of the reconstituted Advisory Council on Education in Scotland.

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Television for Schools

First Regular I.T.V. Programme on May 13

Associated-Rediffusion Ltd. have issued a booklet describing what they call "an experimental series of television programmes for schools."

The Company says they are very conscious of their responsibilities in this field. They have had consultations with the Children's Advisory Committee of the Independent Television Authority and have themselves set up an Educational Advisory Council and a Schools Broadcasts Committee, on both of which the Associations of the local authorities and of the teachers are officially represented, and of which Sir John Wolfenden, K.B., C.B.E., M.A., Vice Chancellor of Reading University, is the Chairman.

The Schools Broadcasts Committee personnel, in addition to the Chairman, are: Five members of the Advisory Council, Mr. F. C. A. Cammaerts, Mrs. H. R. Chetwynd, Mr. Fielden Hughes, Dr. J. Macalister Brew, and Mr. Deryck Mumford; representing the Association of Education Committees, Dr. Elfed Thomas; the Association of Municipal Corporations, Mr. H. Oldham; the Association of Teachers in Technical Institutions, Dr. E. A. Seeley (pending the election of a permanent representative); the County Councils Association, Dr. C. E. Gurr; the Joint Committee of the Four Secondary Associations, Miss E. M. Huxstep; the London County Council, Dr. E. W. H. Briault; the National Association of Head Teachers, Mr. F. L. Puddephat; the National Union of Teachers, Mr. J. Archbold and Mr. R. G. K. Hickman; the Welsh Joint Education Committee, Mr. Mansel Williams.

It is hoped, says the foreword to the booklet, that on the experience gained from this experiment it will be possible to make plans for the future on a broader and more permanent basis. "To that end, comment on the present proposals, and on the programmes themselves will be welcomed, for it is of the first importance that in the education and upbringing of children the fullest possible use should be made of this new medium's potentialities for good."

An introduction by Mr. Boris Ford, head of A.R. School Broadcasting, explains the first series and gives his views on school television.

The broadcasts will begin on Monday, May 13th, and will go on for eight weeks, giving a half-hour programme every weekday from Monday to Friday, from 2-45 to 3-15 p.m. They are designed in five series of eight programmes, one for each day of the week. Though each half-hour programme will be self-contained, it will essentially form part of a developing series designed to be seen throughout. The programmes as a whole are primarily intended for children aged 14-15, and it is hoped that all five series will have a broad appeal for the great majority of children in this age-group. However, the series will also vary in standard and some of them are being designed to be of interest at a deeper level to more advanced children. The range of subjects include science, literature, art, world affairs, and the problems of leaving school and, in general, the presentation of these programmes is being guided by three principles:

- (a) to present subjects in terms of genuine and sincere documentation;
- (b) to present them in a way that leaves the class with a sense of having been challenged and excited;
- (c) to attempt a wide range of TV experiment.

The programmes will go out wholly unaccompanied in any way by advertising matter, and of course uninterrupted by advertising breaks.

A summary of the five series of programmes is given, with the proviso that individual items are liable to be modified between now and the time of transmission. The titles of the individual series being: On Mondays, "Looking and Seeing"; Tuesdays, "The Ballad Story"; Wednesdays, "On Leaving School"; Thursdays, "A Year of Observation"; and Fridays, "People Among Us."

A free information service on problems connected with installation and reception has also been set up. Copies of the booklet "I.T.V. goes to School" can be obtained from Associated-Rediffusion Ltd., Television House, Kingsway, London, W.C.2.

B.B.C. Service after Summer Holidays

The B.B.C.'s school television unit, which has been created to plan and produce an experimental service of educational programmes, formally began work this month.

Much preliminary planning has been done by Miss Enid Love, the operative head of the unit, who has been working alone on the project for many months, and the B.B.C. expect the new television service for schools to go smoothly into action after the summer holidays.

The first programmes, which, Miss Love says, "will not be lessons as such," will be broadcast to the entire country over the B.B.C.'s television service during the week beginning September 23rd.

As reported in our last issue the Ministry of Education have set an upper limit on the number of receivers that can be installed in schools with expenditure ranking for Exchequer grant so the number of schools participating in the early stages of the experiment will also be limited, but it is expected that 350 schools initially will be provided with television sets from public money, and these will be installed in schools carefully chosen as part of the experiment. The total number of sets used in schools might, however, be much larger, even at the beginning, because of existing installations and the probability that many schools will buy or hire television sets privately.

Special programmes will be broadcast by the B.B.C. on four afternoons a week between 2 and 2-30, according to present plans. They will be prepared essentially for pupils between 11 and 15 years at secondary modern schools, but it may well be that some programmes will also appeal to the grammar schools. Two programmes a week will be concerned with science, one being a repeat of an earlier broadcast. "Living in the Commonwealth" and "Looking Around" are also planned as regular weekly features. Looking ahead, Miss Love would like to introduce programmes for school-leavers and a literary series "which would send children to books."

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As the Administrator Sees It

FROM A SPECIAL CORRESPONDENT

INTERFERENCE

Every teacher and official at some time in his career comes into contact with a councillor who wants to raise everything at council meetings. No matter how trivial the complaint might be, this type of elected representative seems to hold the opinion that the only way which it can be remedied is to shout it from the house-tops. This sort of publicity can be very disconcerting to officials and teachers. Unfortunately, the lay press seem to encourage this way of conducting public business by the disproportionate amount of publicity which is given to such behaviour.

It must be admitted at the very outset that elected representatives, if they so desire, can conduct their business in this way. They have every right to raise matters in public meetings of the education committee and the local council. Nevertheless, it is the very essence of democracy that, although wide rights and privileges are conferred, they are not always exercised. It is sometimes necessary for officials and teachers to point this out to publicity-hungry councillors.

Whenever a triviality affecting the welfare of a school is raised in council, it should be the practice of the official or the head of the school to invite a councillor to come and discuss the matter privately within four walls. He should take the wide opportunity to point out, quite gently, but firmly, that this procedure is infinitely preferable to that of raising it in council or committee. By discussing the matter in a friendly, informal way, he is doing both himself and the cause which he represents, far greater service than by giving the incident too wide publicity.

A further suggestion can be made that if anything happens in the future the private talk should precede the public meeting. Of course, if after the private talk no satisfaction can be obtained then the councillor has every right to raise the matter in public.

People in this country have shown that they have an aptitude for the democratic form of government. It is an art rather than a science. It works by feeling rather than by rule. What is unsaid is often more important than what is said. Certainly the private discussions which take place in a study or in a committee room are often more valuable than the public utterances given at press conferences or in council meetings.

THE SCHOOL HEALTH SERVICE

The Royal Commission which has been set up on doctors' salaries has been asked to include the salaries of Medical Officers of Health and other doctors in the public service in their review.

It has long been apparent that many medical officers of health consider that their salaries should be related not to those of other chief officers employed by local authorities, but to the general level of earnings in the medical profession.

The Royal Commission would be well advised to

consider the relationship of the Public Health Service, and particularly the School Health Service, in the light of the National Health Service. It is very doubtful if this has ever been done. Everyone who is actively engaged in local administration knows that the relationship is by no means clear and that considerable overlapping takes place.

The School Health Service has played an important part in maintaining the health of school children. Prior to the coming into force of the National Health Service, the periodic medical and dental examinations made by members of the School Health Service were a boon to parents. Treatment was both comprehensive and free. As the regulations stand at present all children must be inspected at least three times in the course of their school life. So far as dental inspection is concerned, the ideal is once a year. In general, these regulations are a continuation of the regulations which were in force prior to the setting-up of the National Health Service.

Many parents now, however, make greater use of the medical and dental service provided by the service. They do not now wait for the school health doctors and dentists to examine their children; they take them regularly, and sometimes with little justification, to their own private doctors and dentists. Nevertheless, the School Health Service functions pretty well as it did before the National Health Service came into being. Many parents refuse treatment prescribed by the school doctors and dentists and say that they will have their children treated by their own private doctors and dentists.

It is because of this that the time has come when the relationship between the two services should be reviewed. The Royal Commission might indeed find if they went into this matter in detail, that considerable savings could be effected in the Public Health Service as a whole and the School Medical Service in particular.

UNIVERSITY AWARDS

Primary education has been free to all for a long time. Secondary education has been free since the coming into force of the 1944 Education Act. Is the next step free university education? There are tendencies which suggest that this might be so.

There have been many questions in Parliament recently which indicate considerable dissatisfaction with the manner in which some local authorities administer their schemes of university awards. The disparities are startling. According to Hansard, West Ham gives 6.6 awards per thousand of the population. Cardigan-shire, on the other hand, gives 59.8. It can be said that the possibility of a university education does not depend on the capacity of children but rather on the area in which they reside. This, of course, is quite indefensible.

Of the many questions directed at the Parliamentary

Secretary, Sir Edward Boyle, the most pertinent was that put by Mr. Shinwell. He asked what the cost would be if the means test for students at universities were abolished. The answer was three million pounds. This, of course, is a surprisingly low figure. Professor Dent has suggested that a considerable amount of money must be spent in administering the present scheme. This was a very shrewd point to make. Whenever there is a means test, considerable staffs must be employed in checking statements of income and in applying the scales. Work of this kind demands a high standard of accuracy. It is also the kind of work in which internal auditors and district auditors like to participate. As Professor Dent suggests, the administrative costs must be quite high.

The movement to abolish fees in universities is obviously only beginning, but the financial measure of the problem has been taken, and one can be very sure that the last has not been heard of it. It will be interesting to see how quickly this tendency develops into a campaign.

Accommodation for Teachers

Six months ago Hull's Chief Education Officer gave a warning that the education system might begin to break down and that school days might have to be staggered after Easter unless the city got more teachers. Now the Government have approved a plan to build homes to attract teachers to Hull. The education committee will provide the land and pay for 200 houses, which will be built by the housing committee over a four-year period and let to teachers at economic rents.

Gymnasium Equipment Standards

A British Standard for gymnasium equipment was originally published in 1947 as part of a special series for school equipment. In order that standard equipment should also be applicable to the needs of the Services, the Ministry of Defence proposed a revision, which was ultimately published in 1952.

When this standard was first issued timber supplies in this country were still difficult and it was not expedient to specify precise requirements for timber. The situation is now changed and, after consultation with the manufacturers of the apparatus and the timber trade, it has been possible further to revise the standard in order to lay down definite requirements for the timber.

In drawing up the technical details, regard has been paid not only to the needs of schools and the Services but also to those of Youth Clubs and similar users. The publication—which is of quarto size—contains twenty-one illustrations and concludes with an appendix listing the information to be supplied by the purchaser when ordering his requirements.

Copies can be obtained from B.S.I., 2, Park Street, London, W.1. (12s. 6d.)

Many of the Easter Vacation courses arranged for overseas students by the British Council included visits showing British industrial and scientific achievement. More than 900 young men and women, studying at British universities, polytechnics and colleges, from seventy-six countries, including Hungary, took part in thirty courses which were held in the United Kingdom from the end of March and during this month.

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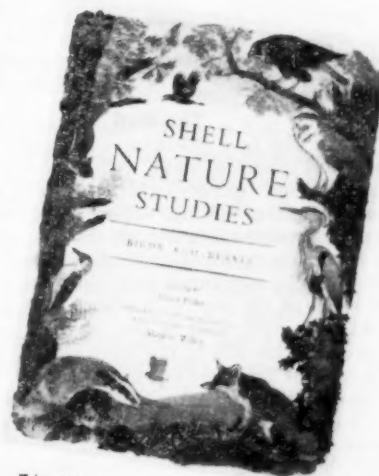
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Degrees

BY JUNIUS

In these stirring days of full employment and fuller opportunities it is somewhat educative, often somewhat amusing, to witness the effect of the impact on the several grades of society caused by the attainment of a degree. To day degrees are of common coinage but less than fifty years ago they were coveted possessions, few and far between, of a much lower standard than those of today and yet in those days comparatively harder to obtain.

The schools feeding the Universities were traditionally linked, often by closed scholarships, or were prepared to send forth their champions to do battle for the open exhibitions, bursaries and scholarships. These schools, well endowed and highly-fed, could afford to employ the best of qualified staffs, generally graduates or foreign diplomées. There were also other kinds of schools, neither wearied by age nor condemned by years, which had to function on less effective lines, for after the Head's salary had been extracted from the sum total accruing from endowments and fees there was little left to provide for the services of a qualified staff and the various amenities associated with the running of an efficient school. After all the never failing economies had been effected by the customary slashings of the recognised decorative frills, the wielders of the axe usually prided themselves on having arrived at the hard core, the basic, the fundamental, beyond which they steadfastly refused to budge; even if it involved laying down their necks on the block and stretching out their hands. Thus far and no further—they had recognised at least one of the limits and to their sense of proportion they were prepared to ally their natural qualities of stubbornness and stolid resistance tintured if needs be with a modicum of stupidity.

The "frills" of to-day may be the hard core of tomorrow, but many in office are not to know that. That is left to the inspired.

The Staff

The head was in a dilemma. Naturally he desired both plentiful amenities and a well-ordered staff sufficient in quantity and quality. He was aware that the economic situation at his school compelled him to shoulder most of the burdens of teaching himself. He had to become a veritable jack-of-all arts and sciences. He was actually appointed with that end in view and he had accepted the post in the hope that legislation or some other mystery clad in the robes of social reform, would come to his aid in the none too distant future. For the present he could not expect much assistance—a full time teacher, non-graduate, a just missed, with a timidly worn Inter B.Sc. or Inter B.A., or a traveller from a preparatory school, who had himself attended a minor public school, or some other old foundation and had left without a certificate or perhaps at the most with the Oxford or Cambridge Senior Local.

These and many others were some of the variations on the non-graduate theme.

Let it be to the credit of these unfortunates that they gave of their best; they taught all they knew and their capacities and attainments were stretched to the uttermost. The head had to see to that, because he had to

begin from where they left off, even if it meant the teaching of the arts subjects by a specialist in science and vice-versa. At times conditions have arisen in which teachers have been expected to proceed beyond the bounds of their own knowledge and this has meant maintaining a position a few jumps ahead or frequent recapitulation, on the attenuated excuse of need for thoroughness.

The result of this fortuitous method of instruction was that in the subjects which appealed to head and student alike the student's proficiency was most marked, whilst in the other subjects rendered less attractive, because the head was unable to exploit their possibilities, the student was, to some extent, repelled and thus rendered incapable of realising the depth and extent of their potentialities. Thus mathematics, physics, chemistry, and geography to a lesser degree, were impressed upon one as "thinking" subjects, whereas history, languages, art, etc., were characterized as dependent mainly on memory and rote. Perhaps in those dark academic days a course stiffened by the application of a little logic and philosophy might have opened many mental windows.

Early Matriculation

To matriculate was an event; it happened once per annum, in spite of the school, because French was required and the student had to have a flair for mastery of that elusive tongue. French was usually covered by the appointment of a part-time mistress, whose normal stint was one chapter per lesson plus one exercise for homework, all culled from Henri Bué.

It was a great privilege to be allowed to learn French, even if it were taught *en masse* to a form of thirty-five children. It was written French and little time was afforded for pronunciation. The part-time mistress was rarely a graduate otherwise she would have been snapped up for full time work elsewhere. She taught the whole school, form by form, and when she was absent her place was taken by the head. This staffing situation was a pattern of the all-aged preparatory cum mixed grammar school, in a small town with ancient memories and foundations.

It was particularly fortunate for the head that in the eyes of the general public his university degree invested him with that similar profundity of knowledge previously attributed to Goldsmith's rustic pedagogue, for the students who failed to make the grade had then only themselves to blame.

This kind of one-man-band school had its limits and at last had to cry: "Enough." Economic uplift created the demand for improved and increasing educational facilities—the school was enlarged, there were more scholarships and at long last the county council agreed to "take it over." One can imagine the head receiving the news with a "Thank God I shall be able to have a rest from incessant teaching—and there will be no further need for evening continuation work."

Reorganisation

The school was reorganised and literally besieged by applicants for teaching posts from the modern universities with here and there a wanderer from Oxford or Cambridge. The head could now afford to pick and choose; he had honours men and women for the asking and the pass man was fortunate if he were chosen for any subject required for the middle or upper school.

The product of the educational agency returned to his first love—the private school, where he lingered—if he were lucky—as an edition of Mr. Chips, minus any recognised qualifications.

And now the wheels of the newly fashioned school began to rotate at a quickened speed and all kinds of subjects, for the first time, became fashionable. The former, terrible matriculation with its fearsome French now became just an ordinary sort of examination hurdle easily overleapt in his stride by an average type of pupil prepared to work. And work he did; he had to; his nose was pressed well down to the grindstone by a new species of graduate who had emerged the hard way and knew most of the answers.

Scholarships

In a very short space of time even matriculation wasn't enough. Well equipped laboratories, well stocked libraries, plus the keen go-getting staff, all indicated one direction—scholarships were in the offing. The old "thirty pounder" gained by a brilliant student specialising in mathematics, which had once been the excuse for a school holiday, now faded into the dim and distant past and a fair share of sixty pounders began to be regarded as the natural heritage of the school. Every year witnessed an invasion of the modern universities, first the gentle trickle and then the bold and robust spate. Then the acquisition of the first state scholarship provided the wherewithal for the attack upon the hoary piles of Oxford and Cambridge and in due course the walls were pierced.

These Graduates

These degree folks were a class apart. They were received into the houses of the best families in the small town. They easily secured entrance into the cricket, tennis and golf clubs, whether they could play well or not, and the majority of them could not, because having come up the hard way, they had devoted little of their time to anything else but work. In fact, in the realms of sport their performances, if anything, tended to lower the prestige of their universities and to remove that fancied reputation which attendance at a university was considered to provide.

Their services were often in demand by the offspring of professional men, unable to make the grade, and they were remunerated liberally. The degrees they wore, behind their names, were their professional plates and even the meanest of folks who paid the fees consoled himself with the satisfaction that he was "paying for talent." He was having the best in that town that money could buy and when he qualified he would take good care to improve his shining hour. The college blazer, muffler and tie were always in evidence, when it was comfortable to wear them. They denoted membership of a class apart and vividly outshone the similar appendages of a normal two year training college.

Following the success of the two previous similar conferences, The United Steel Companies, Limited held a week-end residential course at Cambridge for 110 apprentices and junior operatives on the theme of "responsibility." During their stay in Downing College from April 12 to 15, they heard talks given by leading industrial and educational authorities, and took part in a number of discussion groups.

Education Costs

"Education Statistics, 1955-56," published jointly by the Institute of Municipal Treasurers and Accountants and the Society of County Treasurers, includes information about all local education authorities in England and Wales. Average numbers of pupils, numbers of schools and numbers of pupils per teacher are given for each authority and there is an analysis of costs per pupil in primary and secondary schools over the main headings of expenditure. The return also includes an analysis of school meals costs.

Totals and averages are given for each class of authority, and for all authorities. The information given in the booklet includes the following figures for all authorities:

	1954-55	1955-56
Total net expenditure chargeable to rates and grants	£380,296,906	£419,208,892
Total net expenditure per 1,000 population	£8,590	£9,433
Schools Meals: Costs per dinner:		
Food	8·69d.	9·15d.
Overheads	9·86d.	10·57d.

Replying in Parliament to Mr. Collins, who asked what steps were being taken to provide additional diploma courses for teachers of backward children, Sir Edward Boyle said there are at present three one-year courses of additional training for teachers of backward children, and a further course is arranged to begin this Autumn. Two one-term courses are also held each year. The Minister hoped shortly to issue a circular on the training of teachers of handicapped children, including backward children.

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A Lesson that made History

(History of the Globe)

BY RAYMOND G. KENYON, *Associate Professor of Education,
State University of New York, Fredonia, New York.*

A multitude of publications in many fields continues to flow from the press; but there are times when a teacher for some unexplainable reason cannot recall enough information from any of these pages to answer a pupil's question. Recently, a question of this particular character was interjected in a class on citizenship education. The class had been studying the globe: the hemispheres, latitude, longitude, spherical distances, effects of rotation, seasons, magnetic poles, and how globes are made. The last area proved to be the teacher's undoing as an intellectually curious student asked, "What is the history of the globe?" A simple question, indeed, until a teacher faces the dilemma without an answer. A feeling of co-operation and a positive attitude towards finding the answer seemed to permeate the classroom. Sensing the attitude and sincere desire to find the answer, the teacher appointed, from volunteers, a committee of five to use the resources of the home, school and community to find the answer. Together they compiled a history of the globe for the class.

The completed report is presented here with the expressed hope that others may use it as motivation for globe work, pure content for elementary, secondary or college classes and to better inform others in the profession who might be studying geography and the globe.

The history of the globe began over 2,000 years before the birth of Christ. Men of wisdom in China at that time were already predicting the moon's passage between the sun and the earth. A superstition existed among the people that a dragon type monster was trying to swallow the sun and make the earth dark. The ruler of the Chinese dynasty ordered the wise men to foretell the time of the solar eclipse so that a decree could be passed on to the Chinese to shout and yell to frighten the dragon before he devoured the sun. Using what we know about eclipses to-day, we can understand why the people were successful in saving the earth from darkness. The wise counsellors to the Chinese people also found out that there were exactly 365½ days in each year. About eleven centuries before the birth of Christ the same people through the use of a sun dial type of instrument could predict, with some accuracy, when the sun would be farthest from the earth.

An ancient tribe of people in Babylonia called the Chaldeans began to record their observations of the moon's entering the earth's shadow and the moon passing between the sun and the earth. Their observations of the lunar and solar eclipses were the basis for more scientific conclusions by the Greeks later in history. The Chaldeans too, used the measurement of twelve hours for a day and twelve hours for the night. They also used the Zodiac signs for ram, bull, twins, crab, lion, virgin, balance, scorpion, archer, goat, water bearer and fishes to represent the twelve divisions of the year.

As early as the year 640 B.C. the Greeks thought the earth was spherical or ball shaped. In Miletus, an ancient city in Asia Minor, Thales a man of wisdom and a profound philosopher divided the earth into five zones. The Torrid, North Temperate, North Frigid, South Temperate and South Frigid Zones are still used to-day on globes and maps.

A Greek philosopher, Anaximander, disagreed with Thales when he stated that he thought that the earth was cylindrical in shape and revolved on an axis. Later he concluded that the moon was also a cylinder receiving its

light from the sun. Anaximander is said to be the originator of geographic maps in the year 611 B.C. Eratosthenes, a Greek mathematician and astronomer at Alexandria, followed the work of Anaximander with a map of the known world. In 186 B.C. he followed this by originating a method of measuring the distance around the earth. We still use this method to-day.

Another Greek astronomer, mathematician and geographer, Hipparchus, arrived at the latitude and longitude of over one thousand stars. In about 130 B.C. he invented an astrolabe which gave him a more accurate measurement of the altitude of the sun and the stars from the earth.

Ptolemy, another Greek geographer at Alexandria, developed the Ptolemaic System which stated that the earth was the fixed centre of the universe with the heavenly bodies moving about it. This system, which was originated sometime between 127 and 151 A.D., went unchallenged until the early 1500's. Nicolaus Copernicus, a Polish astronomer, doubted this theory at that time. He set forth the now accepted theory that the earth and the planets move around the sun. This is known as the Copernican System. Johann Kepler, a German astronomer, added to the Copernican System the law that all of the planets revolve around the sun in elliptical orbits.

The history of astronomy and the history of the globe developed at almost the same time. The Phoenicians who lived on the East Coast of the Mediterranean Sea sailed down the Red Sea, around the coast of Africa, and three years later sailed back between the Rock of Gibraltar and Jebel Musa in Africa. Also in the seventh century B.C. some Phoenicians sailed to what is now known as the Isles of Britain and the Baltic Sea. As the Phoenicians continued to sail, they made models of the shape and surface that they covered.

Two centuries before the birth of Christ, Crates of Mallus, Greece, made a globe that was 10 feet in diameter. On this globe one ocean divided the earth's surface into four general areas that people were thought to inhabit. These areas included what we now know as Europe, Africa, and the two unknown areas at that time that are now known as North and South America.

Venerable Bede, a British monk, used a small globe as his reference when he wrote the earliest history of England in about 700 A.D. The Arabians later cast larger bronze globes in 1225 and 1275 A.D.

A new type globe was developed by Martin Behaim, a cosmographer from Nurnberg, Germany, in 1492 before Christopher Columbus started his explorations. This globe was 84 cm. in diameter with the equator, tropics, and polar regions illustrated. Behaim's globe attempted to use the information gathered by Marco Polo and added the group of small islands south-east of New Zealand. It was thought at that time that these islands might contribute to the discovery of a new route to India.

In the late 1400's Leonardo da Vinci experimented with the use of eight gores to cover the earth's surface. By 1514 Boulenger was producing globes from printed gores. At about the same time in Bamberg, Germany, a man by the name of Schoner constructed several globes with at least twelve gores. Late in 1525, Albrecht Durer, a German painter and engraver attempted a more mathematical approach to constructing the gores of the globe. Gerhard

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Mercator, a Flemish map maker and geographer, constructed several globes. He issued a small pamphlet with each globe in which could be found directions for using the globe. In 1696, Jacques Cassini, a French astronomer in Paris, developed the first polar projection.

Samuel Molyneux, an English cartographer, constructed new type globes that were about one foot, one inch in radius. These globes were mounted so that they could be used by the early explorers. His globes contained meridians, the equator, both polar circles and parallels of latitude. He also included rhumb lines which cut the meridians at equal angles. This aided navigators to maintain a constant compass direction on their voyages. From the Molyneux globes originated the Mollweide projection, A. Van der Grinten's projection and Dr. J. Paul Goode's Homolosine projection which are being used at present until cartographers modify or change the system of projections.—*Peabody Journal of Education*.

MISCELLANY

Sir Martin Roseveare, the Senior Chief Inspector, Ministry of Education, will retire on 31st May, and Lord Hailsham, the Minister of Education, has appointed Mr. P. Wilson, C.B., to be Senior Chief Inspector with effect from June 1st.

A Holiday Course in Modern Languages, for girls between the ages of 14 and 19, will be held at Milton Mount College, Crawley, Sussex, from August 1st to 29th. Full particulars from Miss Hodgson, Bankfield, Toller Drive, Bradford, 9, Yorkshire.

The Annual General Meeting of the Association of Education Committees will be held at Brighton on June 19-21 inclusive. The meetings of the Association will be held in the Dome, and there will be an official Mayoral Reception in the Royal Pavilion on the evening of the 19th. The Minister of Education, the Right Hon. Lord Hailsham, O.C., M.P., will address the Association on Friday, June 21st.

Miss Dorothy Jean Aickman, until recently Lecturer in Education and Tutor in English at Battersea College of Domestic Science, is visiting Pakistan to advise on teaching methods in Pakistani junior schools. After ten years' experience in the Department of Art and Crafts at Furzedown Training College, Tooting, where she became Deputy Principal, Miss Aickman was from 1948 to 1951 Superintendent of Teacher Training in the Federation of Malaya.

As announced earlier this year, the B.B.C. is presenting a series of six features on Mental Health, to be heard on the Home Service on Wednesdays. Eminent authorities will contribute to the programmes, which will also include recordings made by patients, doctors, nurses and welfare workers. Their purpose is to present a clear picture of the causes, effects and treatment of mental illness, and to demonstrate that each member of the community has a responsibility in the matter. The development of the child's mind, alcoholism, the role of the churches in combating mental illness, and the problem of eunuchs and everyday relations are among specific subjects to be considered.

Presenting a report on a plan to abolish the 11-plus examination in Leicestershire, Mr. A. G. Hilton said at a meeting of the County Education Committee, that he thought the scheme would set an educational standard for the whole country. It had been prepared by the County Director of Education, Mr. S. C. Mason.

In view of the possibility that Chelmsford may become the national centre for electronics, Essex Education Committee are asking the Education Minister to allow them to spend £341,815 on further education projects. It is planned to build a college of further education costing £198,427 and spend £173,388 on extensions to the Mid-Essex Technical College and £70,000 for a college hostel.

Forest Divisional Executive for South-West Essex is to make the maximum use of women teachers, part-time teachers, and those over pensionable age, to help counteract the effect of big classes during the "bulge" period. Qualified teachers are to be encouraged to transfer from junior to secondary schools. The division now has 368 married women teachers out of a total of 810, and three teachers over the age of 65.

All sub-grade and elementary schools in Southern Sudan are being taken over from the missionary societies by the Government. Except for a few Government schools started since 1945, all education in the three Southern provinces has been throughout this century in the hands of the missions, but since 1938 the Government has supervised the teaching and laid down the syllabuses and has increased its substantial subsidies to the schools.

Mr. W. Harold Loper of Hawaii has arrived in Paris to take up his new duties as Director of Unesco's Department of Education, and brings to this key post an experience gained during a long career of educational administration. Apart from two years of post graduate work—Harvard 1925 and Columbia 1939 (Doctor of Education)—Dr. Loper has lived in Hawaii and Manila for 36 years. He is 58 years old. He is a member of the National Education Association, the Hawaii Educational Association and Phi Delta Kappa. He succeeds Mr. Lionel Elvin (United Kingdom) who left Unesco last year to take up the post of Professor of Education at the Institute of Education, London University.

Over 44,000 copies have been sold of the pamphlet giving notes, vocabulary, etc., for the first half of the current B.B.C. German language series, "Wiedersehen in Deutschland." This series concerns the adventures of Colin Stevens, a widower, and his daughter, Teresa, during a holiday tour in Germany and Austria. The second pamphlet, covering the programmes from April 14—June 16, broadcast in the Home Service on Sundays at 12-10 p.m. and repeated on the following Fridays at 9.25 a.m., is now ready and may be obtained by sending a crossed postal order for 6d. to B.B.C. Publications (German Language Series), 35, Marylebone High Street, London, W.1.

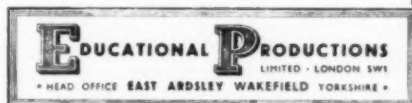
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BOOK NOTES

Middle School Test Papers in English Language, by F. E. S. Finn, B.A. and F. E. Oxtoby, M.A. (Murray, 2s. 3d. net.)

For the teacher who prefers to plan his own lesson rather than to rely on a text-book, and requires only a quantity of printed exercises on which his class may work, such collections as this are most useful. Those who know the authors' "English Language Test Papers" and "Introductory Test Papers" will need no introduction to this latest collection intended for the third year of the secondary school course. Each paper consists of two usually related and always well-chosen passages which serve as the basis for comprehension, vocabulary, grammatical and literary appreciation exercises. The composition exercises usually have a bearing on the subject-matter of the passages, so that pupils are given some help with the formulation of ideas. There are twenty-one complete test-papers in all. Any English teacher in the Middle School who did not wish to use this as a class-book would find it a pearl of great price in easing the time-absorbing task of setting examination papers.—C.

Know Your Rules—Book I, Arithmetic; Book II, English, by D. A. Hazel (Warne, 2s. 5d. net each.)

These books make no pretence to be anything but a preparation for what Jane Hope calls the "Scholarship Stakes." The Arithmetic book contains practice exercise under the three headings; table testing, mechanical arithmetic and mental arithmetic, set out in a similar way to that which the children will encounter on "the day." Since much of arithmetic lends itself to rule of thumb treatment, the book performs adequately the task undertaken. With English, however, we are on different ground. In attempting to reduce everything to a matter of rules and practice, false emphasis must result, since those matters only can be treated adequately which lend themselves to this approach. The section on grammar is sufficient for its purpose, though dull, as formal grammar *per se* must be at this age. The vocabulary exercises follow the usual pattern—lists of synonyms, antonyms, homonyms, homophones, etc. The "Reading and Understanding" section is so scrappy as to be almost useless, while the section on "Intelligence" is wholly irrelevant. A more serious criticism is that the book contains mistakes in English in the writer's own text.—C.

Aspects of the Short Story, by E. L. Black, M.A., and J. P. Parry, M.A. (Murray 5s. net.)

The aim of literary study is that we may enjoy more fully and appreciate more justly what we read. By these standards this collection of short stories earns high marks. The stories cover a very wide field and each is admirably chosen both as a representative work and for its own sake as a story. Since the book is intended to introduce young people of between fourteen and eighteen to the short story, the examples included have been rightly chosen primarily for their readability. But in the exercises attention is drawn to other qualities in the stories with the object of developing critical judgment. Among the specially good features of this book is the series of short biographies of the authors represented; much care has been taken to give a significant impression of the authors rather than a catalogue of dates and works. There are a few Notes on each story to clear up difficulties of vocabulary or allusion. The book is pleasantly produced at a reasonable price.—C.

Science Teaching Techniques, Part V. Sponsored by the Science Teachers' Sub-Committee (John Murray, 3s. net.)

There is an immense body of accumulated experience in the schools which is never made generally available. The subject-specialists who are prepared to put in the time and energy to produce a full-length class text-book or teachers' manual which may never find a publisher are comparatively few. It was an excellent plan, therefore, of the group of associations interested in science teaching to provide a forum in which those who had something useful to pass on could contribute an article of modest length. This fifth issue admirably maintains the previous high standard. Articles are included on the School Greenhouse, an Introduction to Astronomy, Science for Nurses, Sources of Visual Aid Material, the Science of Simple Photography, First-Aid in the School Laboratory. The contributors are all experienced school science teachers.—C.

New Reading: Red and Blue Book 4. General Editor: A. F. Scott, M.A. (Reader's Digest, 3s. each net.)

With the publication of the Red and Blue Book 4 this interesting publishing venture is complete. Once again, the collections consist of adaptations from *Reader's Digest* articles selected to appeal to the appropriate age-group, with a difference of difficulty to suit an A and a B stream. There is little trace left here of the American origin of most of the material, and the range is wide indeed. There are stimulating comprehension, vocabulary and composition exercises after each extract, but it is the articles themselves that are of prime importance. They should do much to encourage the reading habit among children for whom books have no immediate appeal. If they tend to encourage "digest" rather than book reading, that is better than no reading at all.—C.

Mental Arithmetic Problems for Juniors, by E. and N. L. Bradbury (Basil Blackwell, 4 books at 2s. 6d. net each, 4 Teacher's books at 2s. each.)

These books consist of graded test problems in mental arithmetic to cover the four years of the Junior School. Each test contains miscellaneous examples to provide practice in a large number of processes and in solving a variety of problems. The problems are realistic and related to the children's interest and everyday lives. The wording of the problems is adjusted to the comprehension of each age-group. A teacher's manual is provided for each book, in which the answers are tabulated for ease of marking. The problems are arranged within each test so that processes are brought in in the same sequence; in this way, practise in a particular process can be gained by taking the same numbered exercise in a series of tests. A very useful, practical set of work-books.—C.

Under the auspices of the North-Western Regional Advisory Council for Further Education and the Library Association (North-Western) Branch, a one-day Conference on "Libraries in Technical and Commercial Education" will be held at Manchester College of Science and Technology on May 1st. Among the papers will be "The Importance of College Libraries," by J. G. Docherty, Esq., D.Sc., A.M.I.C.E., M.I.Mech.E. (Principal, North-Western Polytechnic); "The Functioning of a College Library," by L. L. Ardern, Esq., F.L.A. (Librarian, Manchester College of Science and Technology); and "Co-operation with Public Libraries" by J. Bebbington, Esq., F.L.A. (City Librarian, Sheffield). Details from I. K. Jackson, B.Sc., Ph.D., Secretary, North-Western Regional Advisory Council for Further Education, 33, Blackfriars Street, Manchester, 3.

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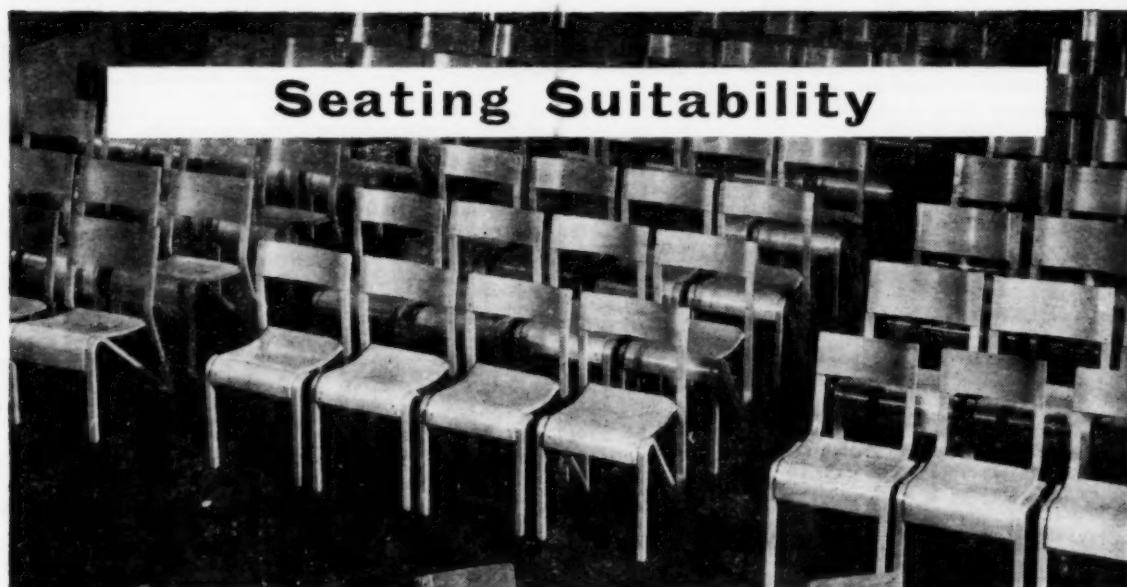
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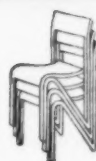
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